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EDUCATION IMPROVEMENT PROJECT, A STATUS REPORT ON AN ACTION ARM OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS, FALL 1966.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

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THIS REPORT DESCRIBES THE ACTIVITIES OF THE EDUCATION IMPROVEMENT PROJECT (EIP), A MULTIFACETED COMPENSATORY EDUCATION AND ENRICHMENT PROJECT FOR DISADVANTAGED PUPILS IN SOUTHERN SCHOOLS. SUPPORTED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS AND VARIOUS FOUNDATIONS, PROGRAMS ADMINISTERED BY EIP INCLUDE PROJECT OPPORTUNITY, AIMED AT POTENTIALLY SUPERIOR DISADVANTAGED STUDENTS FROM ELEVEN SOUTHERN COMMUNITIES, AND THE COLLEGE PREPARATORY CENTER PROGRAMS, WHICH PROVIDE REMEDIAL AND FINANCIAL SUPPORT TO SELECTED PROSPECTIVE COLLEGE STUDENTS. A RURAL EIP AND A TOOL TECHNOLOGY PROGRAM ARE ALSO BEING DEVELOPED. PROGRAMS NEARING COMPLETION INCLUDE A READING INSTITUTE PROGRAM AND A PAPERBACK BOOK PROGRAM. THE REPORT ALSO DESCRIBES THE IMPLEMENTATION OF EIP IN NASHVILLE, TENNESSEE, DURHAM, NORTH CAROLINA, ATLANTA, GEORGIA, AND HUNTSVILLE, ALABAMA. THIS REPORT IS THE PROCEEDINGS OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS, VOLUME 19, NUMBER 3, NOVEMBER 1966. (AF)

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proceedings

A status report on an action arm of the Southern Association of Colleges and Schools. Fall, 1966

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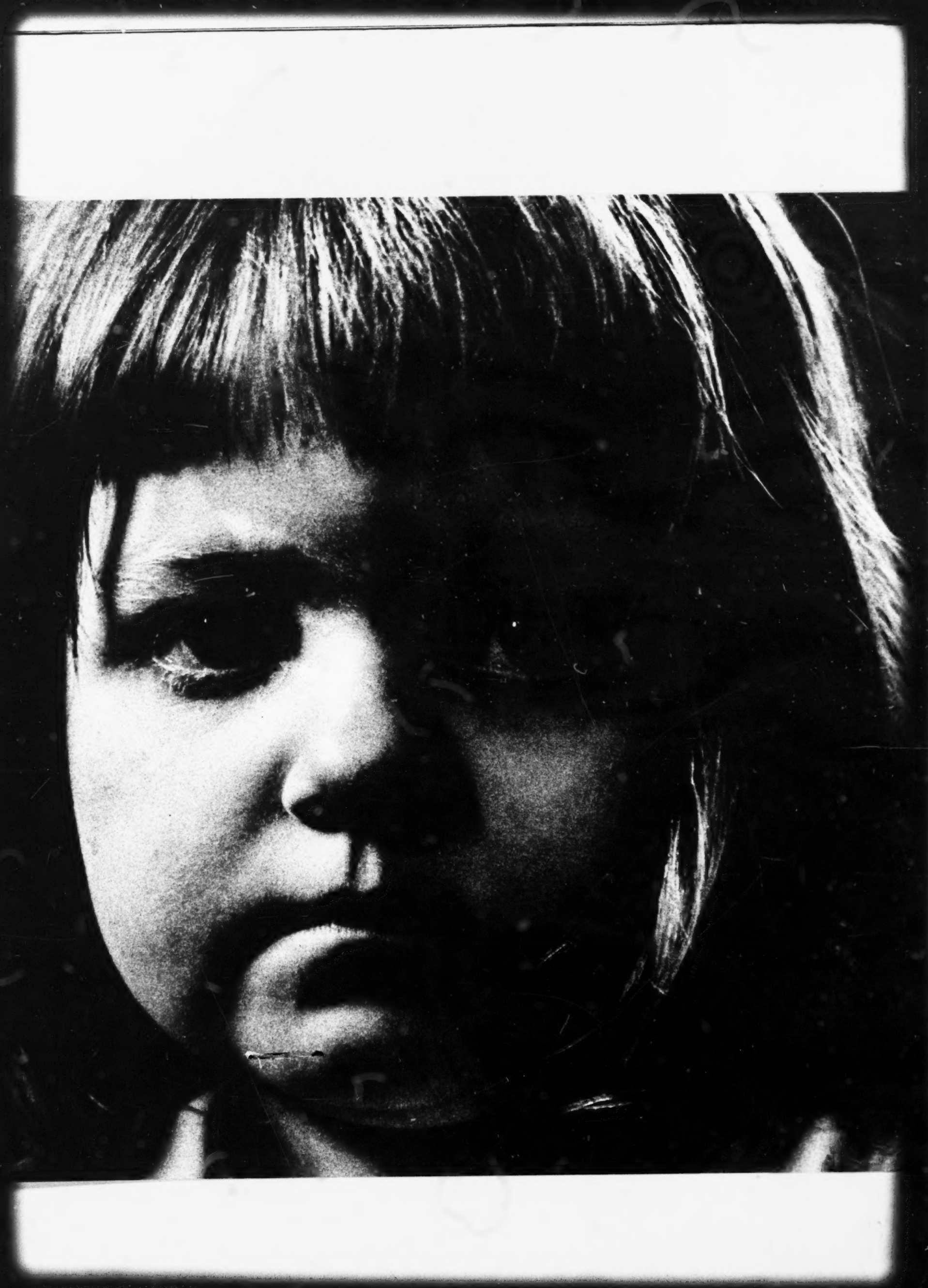


FOREWORD

In the less than three years since its formal establishment, Education Improvement Project has operated with a minimum of fanfare and publicity. This has been by design, the intent being to wait until certain accomplishments could be pinpointed and the future clearly charted, before issuing public reports.

The time has arrived when accomplishments can be cited, and when experience can dictate to some degree the future course. This report is intended to provide the background on the establishment of Education Improvement Project and its activities to date, and to assess some of the Project's potential for the future improvement of education in the Southern Region.

In 1967, a report will include a more complete account of the accumulated data and research findings for those projects that have reached a stage of development which permits evaluation.

IN APPRECIATION

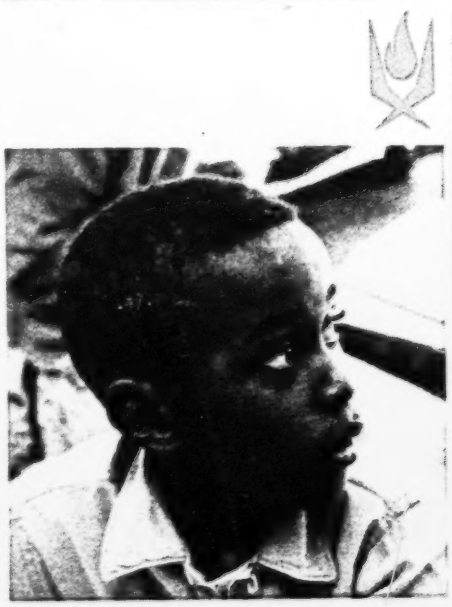
Education Improvement Project is an enterprise of the Southern Association of Colleges and Schools—but an enterprise that would not have been possible without several vital partnerships.

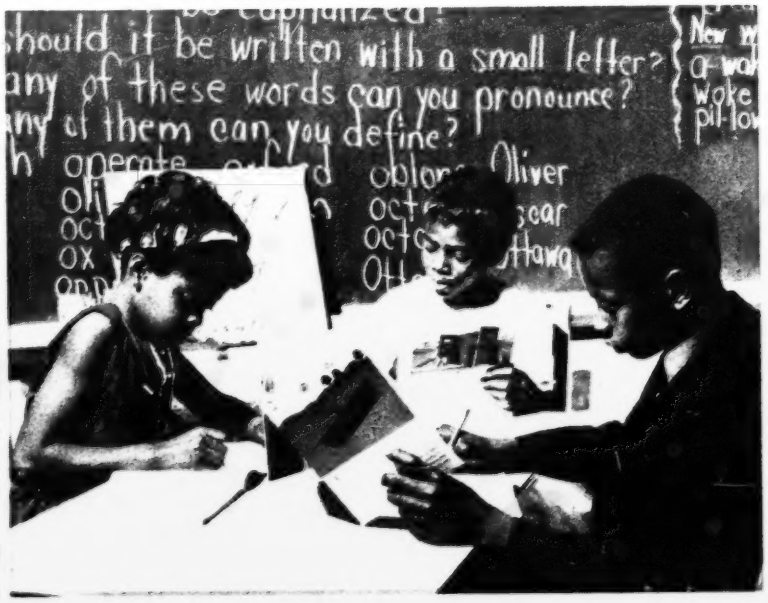
The Association and the participating colleges, universities and schools acknowledge with deep appreciation the contributions of The Danforth Foundation, The Ford Foundation, The Fund for Advancement of Education, the Jessie Smith Noyes Foundation, and the Office of Economic Opportunity. Without the altruistic interests of these organizations, funding of these massive projects would not have been possible. The contributions of supporting agencies, however, range far beyond mere financing. Their staffs have worked side-by-side with those of the Association and the participating institutions in the design of the projects. The assistance given by their staffs in ideas, talent and time has been immense.

The Association also acknowledges with deep appreciation the invaluable contributions of the College Entrance Examination Board to the Education Improvement Project endeavor.

It should be recalled that a committee appointed by the CEEB wrote the original proposal for Project Opportunity. The coordinating committee of EIP is composed of some of the members of the original CEEB committee. The staff of CEEB has served EIP in many helpful ways, particularly with respect to Project Opportunity.

The Southern Association and the staff of Education Improvement Project acknowledge with deep appreciation the contributions in time, talent, and effective work of teachers, administrators, state departments of education officials, and the various project staffs. The Southern Association expresses its gratitude for the immense contributions in staff time and other resources on the part of the participating colleges, universities, schools, and school systems.




should it be written with a small letter?
any of these words can you pronounce?
any of them can you define?
Oliver

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ducation Improvement Project

iss Dorothy Bunyan, Associate Director
roject Opportunity

ugh Fordyce, Associate Director
roject Opportunity

erry W. Miller, Assistant to Director
outhern Association of Colleges
nd Schools

MILESTONES

October 2, 1963—The Danforth Foundation approved grant of $405,000 for administrative expenses of a central staff.

January 10, 1964—Donald C. Agnew, formerly president of Oglethorpe College, appointed director of Education Improvement Project.

February 18, 1964—Coordinating Committee formed for Education Improvement Project.

April 7, 1964—The Ford Foundation announced $500,000 grant for Nashville Education Improvement Project, a $150,000 grant for the first-year operation of Project Opportunity, and a $125,000 grant for a Reading Institute at Atlanta University.

April 14, 1964—The Danforth Foundation approved a supplemental grant of $45,000 for administrative expenses of the central staff.

August 1, 1964—Dorothy Bunyan, formerly director of guidance for Alamo Heights Schools in San Antonio, Texas, joined the staff of EIP as Associate Director for Project Opportunity.

September 1, 1964—John E. Codwell, formerly principal of Jack Yates Senior High School, Houston, Texas, joined the staff of EIP as Associate Director.

April 12, 1965—The Ford Foundation announced a $2,945,000 grant for the Durham Education Improvement Project.

June 28, 1965—The Ford Foundation announced a grant of $3,084,900 for the Atlanta Education Improvement Project, and a grant of $2,514,800 for the continuation of the Nashville Education Improvement Project.

October 4, 1965—George C. Seward, formerly vice president and dean of Oglethorpe College, joined the EIP staff as a consultant; he subsequently was named Associate Director.

October 12, 1965—The Danforth Foundation announced a grant of $7,500 to finance the planning of rural education improvement projects.

November 5, 1965—The Office of Economic Opportunity granted EIP $883,250 to establish a College Preparatory Center Program in three South Carolina junior colleges.

December 16, 1965—The Ford Foundation announced a grant of $2,707,500 to finance the Huntsville Education Improvement Project.

January 7, 1966—The Danforth Foundation announced a grant of $195,300 to expand the central operation of EIP to include rural education improvement projects.

January 7, 1966—The Ford Foundation announced a grant of $2,719,500 to finance the New Orleans Education Improvement Project, and a grant of $1,659,000 for the continuation of Project Opportunity.

March 1, 1966—Edsel T. Godbey, formerly assistant dean of Community College System, University of Kentucky, assumed the position of director of the College Preparatory Center Program.

April 20, 1966—The Fund for the Advancement of Education announced a grant of $158,000 to EIP to establish libraries of paperback books at predominantly Negro colleges and universities. An additional $12,000 was granted Project Opportunity to provide books for participating students, and $10,500 was granted to Nashville EIP to provide books for participating students.

July 1, 1966—Hugh R. Fordyce, formerly associate director of admissions and registration at North Carolina State University at Raleigh, joined the staff as Associate Director for Evaluation and Design, Project Opportunity.

July, 1966—The Noyes Foundation granted $150,000 to underwrite the cost of in-service training for three rural education improvement project centers.

EVOLVEMENT

ducation Improvement Project as an organi-tion is young but its roots dig deep into the istory of the Southern Association of Col-ges and Schools. The thread around which ducation Improvement Project has been oven goes back to 1929 when the Commis-ion on Colleges and Universities appointed committee to evaluate Negro colleges.

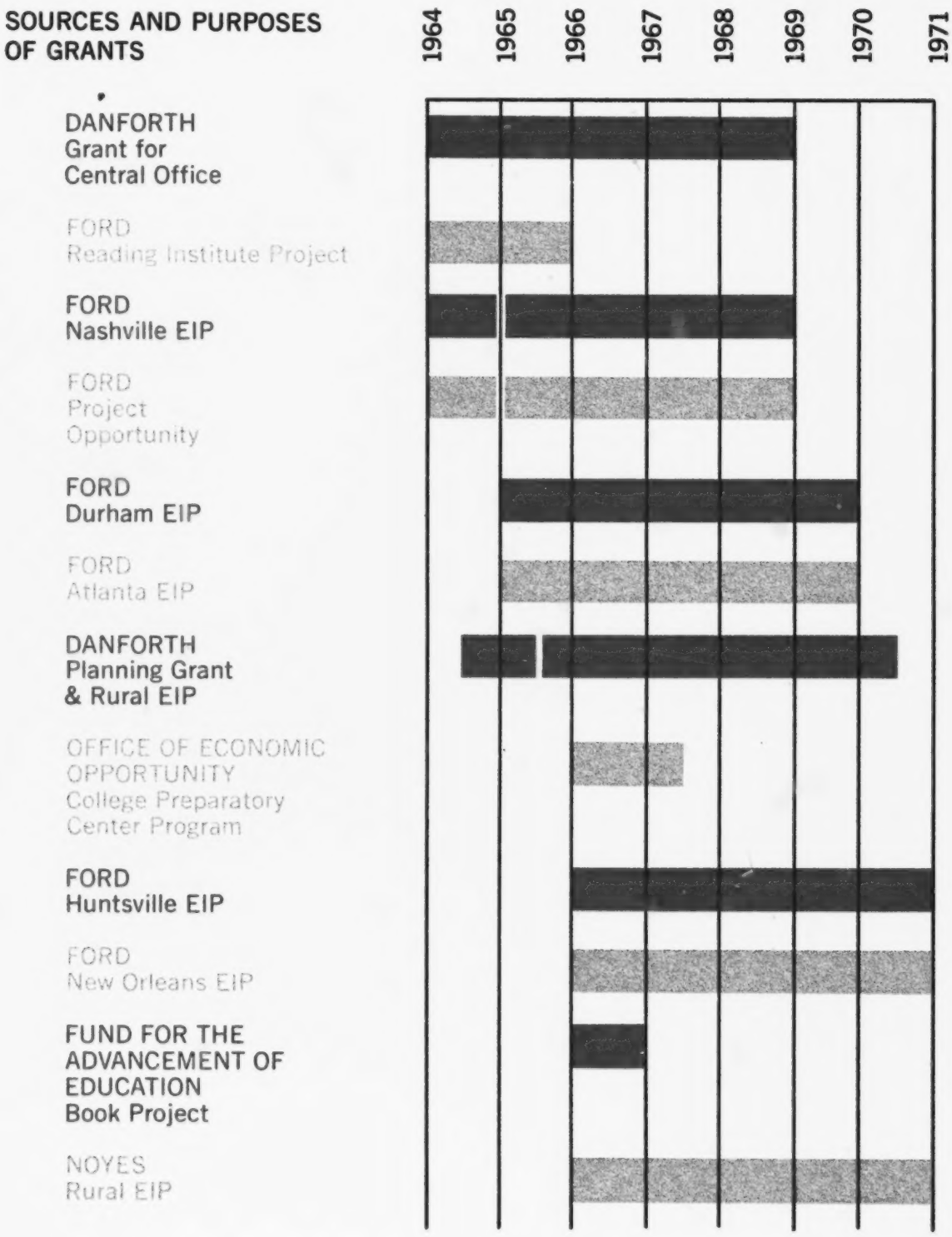
ince that time, a number of events have haped the formal organization of EIP; these ave occurred with increased rapidity since 951. It was then that the Commission on olleges discontinued its "A" and "B" ratings or Negro colleges and, with the generous upport of The Danforth Foundation and the eneral Education Board, embarked on a lan to assist the Negro colleges in measuring p to the regular standards of the Association.

he success of this program broadened the nterest in the whole problem of improving egro education. Resulting conferences on ncreasing educational opportunities for egro youth led committees to view the roblem on a much broader scale. If an attack n the problems limiting educational oppor-unities for the disadvantaged was to be uccessful, it had to involve all levels of edu-cation and be broad enough to encompass ny ethnic group suffering from cultural and economic deprivation.

As a result, Education Improvement Project became a total Association approach. The program was given new impetus in 1963 when representatives from 17 foundations met with Southern Association representatives to discuss various proposals.

A $405,000 grant from The Danforth Foundation in October 1963 to finance a central staff operation assured the start of Education Improvement Project. In the subsequent months, projects involving approximately $18 million have been funded. Detailed accounts of these projects and other developments relating to Education Improvement Project are included in other sections of this report.

CALENDAR OF EIP PROJECTS



ROLE

The primary function of Education Improvement Project is to improve education for the disadvantaged. As an agent of change, EIP works in many ways and with maximum flexibility, as its activities to date illustrate:

- In the Urban Education Improvement Projects, EIP established a compact of schools and colleges to work on a common problem, assisted in the development of proposals, and now serves as liaison between the cooperating institutions and the funding agencies.
- In Project Opportunity, EIP was asked to serve as the sponsor and fiscal agent in a cooperative endeavor with the College Entrance Examination Board, which had originated the program.
- In the College Preparatory Center Program, EIP was invited to act as the fiscal agent and provide for program administration.
- In the College Book Program, EIP was requested to serve as the grant recipient and oversee the purchase and distribution of books.
- In the Rural Education Improvement Projects, EIP is providing the initiative and stimulus in working with selected school systems through State Departments of Education in developing proposals and getting the projects funded. EIP will serve as the fiscal agent and provide supervision for the total project.

ORGANIZATION

The Board of Trustees of the Southern Association of Colleges and Schools has vested responsibility for Education Improvement Project in the Staff and a Coordinating Committee. This Committee, composed of persons who were on the Association Committee for EIP and members of the College Entrance Examination Board Committee for Project Opportunity, was appointed for five years with power to elect replacements and add members as it deems appropriate. The Director of Education Improvement Project makes an annual report to the Board of Trustees of the Association. The Director of the Association serves on the Coordinating Committee of Education Improvement Project and is the chairman of the Executive Committee.

PROJECTS IN OPERATION

Project Opportunity Program

OPERATING COLLEGES AND
IVERSITIES AND PARTICIPATING
CONDARY SCHOOLS:

ring Hill College with Most Pure Heart of
ry High School, Mobile, Alabama

skegee Institute with Drake High School,
burn, Alabama

orehouse College and Spelman College with
cher High School, Atlanta, Georgia

rea College, Centre College and Transyl-
nia College with Lee County High School,
attyville, Kentucky, and Breathitt County
gh School, Jackson, Kentucky

lane University with Priestley Junior High
hool, New Orleans, Louisiana

ugaloo College with Rogers High School,
nton, Mississippi

vidson College with Second Ward High
hool, Charlotte, North Carolina

orth Carolina State University at Raleigh
d Duke University with Merrick-Moore High
hool, Durham, North Carolina

sk University and Vanderbilt University
ith Cameron High School, Nashville,
nnessee

niversity of Virginia and Mary Baldwin Col-
ge with Nelson County High School,
vingston, Virginia

FUNDING:

$1,809,000 Ford Foundation Grant to the Southern Association of Colleges and Schools

EXECUTIVE BOARD:

The Coordinating Committee of the Education Improvement Project

STAFF:

Miss Dorothy Bunyan, Director
Hugh Fordyce, Associate Director
for Research and Evaluation

ADVISORY COMMITTEE:

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Duke University
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Miss Lucille Browne, Director of
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Greensboro, North Carolina

Gordon Cook, Principal
Lee County High School
Beattyville, Kentucky

John W. Frazer, Assistant to the President
Centre College of Kentucky
Danville, Kentucky

H. Paul Kelley, Director
Southwestern Regional Office
College Entrance Examination Board
Austin, Texas

Robert E. Stoltz, Regional Director
College Entrance Examination Board
Sewanee, Tennessee

Project Opportunity, administered by Education Improvement Project, is a demonstration program directed at potentially superior students from disadvantaged backgrounds in eleven Southern communities. The project is being financed by the Danforth and Ford foundations and is the result of cooperative efforts of sixteen participating institutions of higher education, eleven schools, the College Entrance Examination Board and the Southern Association of Colleges and Schools.

Some 6,000 students were involved in the Project at the beginning of the 65-66 school year. Three thousand students per year will be added through the 69-70 school year, making a total involvement of 18,000 students at that point.

A policy committee composed of representation from the school administration and the sponsoring college or colleges and the Project Opportunity counselor is responsible for developing the program in each individual center and for guiding and directing individual action groups.

Students will be identified in the seventh and eighth grades and followed throughout their high school and college careers.

Since there is great diversity in the various centers, programs will, by necessity, differ from center to center. They will, in the main, be directed toward individual academic improvement, improved counseling services, involvement of parents and community, curriculum development, teacher training, and enrichment of educational experiences.

nmer programs in each center will provide portunities for academic growth and cul- al and recreational enrichment.

oject Opportunity will attempt to demon- ate:

at when improved conditions are provided meeting the educational needs of disad- ntaged students they show significantly tter academic achievement, their motiva- n is increased, and their levels of aspira- n are raised.

at teachers, guidance personnel, college culty and parents will improve their under- nding and attitudes toward disadvantaged udents of high academic potential in the ocess of identifying them and utilizing edu- tional practices that may be appropriate r helping them achieve that potential.

e goals are:

identify talented students in schools here a significantly low perce age of the ungsters complete an academic program rough or beyond high school. Identification to be made primarily during the seventh ade.

encourage the identified individuals to rsue and complete an academic program d to assure them an opportunity for ad- nced education.

raise the level of aspiration of an entire hool community by demonstrating, through ducational encouragement of individuals, creased opportunity.

The Project is based on three basic assumptions that are to be implemented and evaluated for possible relevance in schools similar to those in the Project:

That intensified guidance, begun significantly earlier than is now the case, is necessary in working with youngsters from disadvantaged backgrounds. Each project school has, therefore, added a full-time counselor to work with the identified students.

That enrichment of educational experiences of talented young people whose economic and social experiences have been limited will contribute to their success in an academic program. To this end, opportunities for such experiences are being offered. In addition to providing project school teachers with access to advanced and enriched academic training, the project enables students to attend lectures, concerts and other similar events. Most of these opportunities are being provided—at no cost to the program—by the cooperating colleges. Also, faculty from the higher institutions are providing advice on curricular improvements.

That the assurance of continued educational opportunity will significantly increase the students' motivation. The project students are informed when they are identified that if they take part in the project, demonstrate academic achievement, successfully complete the program, and graduate from high school, they will be aided in obtaining sufficient financial assistance to enroll in college. Participating colleges and universities have committed financial aid funds—in advance—for the project.

Some examples of programs in the initial stages include developmental programs in reading and mathematics, use of teacher aides, in-service training programs for teachers, curriculum revision studies, increased programs in the fine arts, parent counseling groups, tutoring services, and initiation of comprehensive programs of cultural and recreational activities.

Urban Education Improvement Program

poses of the Nashville Education Improvet Project are:

o demonstrate that when appropriate rovisions are made for meeting the eduational needs of culturally disadvantaged hildren, they show significantly better cademic achievement and, in many cases, egin to function at a higher level intelectually than they had previously.

To demonstrate that while culturally disdvantaged children are being helped to mprove academically, they can also be helped to raise their level of aspirations, to become better motivated, and to improve in other characteristics believed to be related to success—both in school and in adult life.

To demonstrate that while identifying and using practices that are appropriate for helping culturally disadvantaged children improve their academic performance, teachers and parents improve their own understanding of these young people and their attitude toward them.

To identify through demonstration research procedures the relative effectiveness of several interventions in achieving the foregoing purposes.

e Nashville Education Improvement Proj- t involves students from the kindergarten ough the senior year, and therefore, is a ch broader attack on cultural deprivation n the other four urban projects. A total of hteen schools, over 270 teachers and over 00 students are participating in the proam which had its beginning during the 64-65 school year. The nine intervention ograms include:

NDERGARTEN—The one-year conventionkindergarten program is intended to test e effectiveness of kindergarten on the diness for the first grade and subsequent hievement.

NDERGARTEN THROUGH GRADE 3—The r-year, ungraded, primary unit uses master chers, access to on-campus modern mathence centers, and a wide range of differtiated instructional materials and equipnt. Children begin at age five and are aced in an academic program. The ogram's effectiveness on student achievent, intellectual functioning and motivation l be tested.

COOPERATIVE LANGUAGE DEVELOPMENT PROGRAM (NO. 1)—Operating in the first grade only, this program uses three approaches: the Peabody Language Development Kit, the Initial Teaching Alphabet, and the combined use of the Peabody Language Development Kit and the Initial Teaching Alphabet.

It appears that some rather significant educational findings are emerging from this program. For example, first grade pupils receiving the combined educational treatment of ITA plus PLDK were consistently superior to those receiving the ITA treatment only. This suggests that reading reinforced by oral expression produces significant improvements in intellectual growth, language development, and school achievement of disadvantaged pupils at the first grade level.

COOPERATIVE LANGUAGE DEVELOPMENT PROGRAM (NO. 2)—This phase is an expansion of the use of the Peabody Language Development Kit and the Initial Teaching Alphabet beyond the first grade, combining the use of Words In Color and the Hay-Wingo phonetic drills.

DEVELOPMENTAL AND REMEDIAL READING PROGRAM, GRADES 4-6—The program, using a variety of the latest equipment and materials for improving reading, is intended to test the premise that the general academic achievement of the culturally disadvantaged youngsters can be improved by upgrading their reading and other language arts skills.

SCHOOL-COMMUNITY RELATIONS—A multilevel supporting program, this phase is designed to increase effectiveness by improving the learning environment of students. The program utilizes home visits, parent visitation days and nights at school, and works with community leaders to identify projects needed to improve the community.

MULTI-SENSORY AIDS PROGRAM—Through the use of a variety of multi-sensory aids, this program is aimed at helping the non-verbal child succeed in abstract learning areas.

GUIDANCE SERVICES—The basic aim of guidance services is to foster pupil motivation and achievement through the provision of lower counselor-counselee ratio in grades 7-12 and by providing, for the first time in this system, guidance services below grade 7.

IN-SERVICE EDUCATION—The program combines staff leadership conferences, consultative services, travel, summer institutes and formal graduate training as a means of upgrading staff performance.

Durham, North Carolina EIP

OPERATING INSTITUTIONS:

rham City Schools
rham County Schools
ke University
rth Carolina College at Durham
eration Breakthrough, Inc.

NDING:

,945,000 Ford Foundation Grant to
ke University

ORDINATING COMMITTEE:

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e President, Duke University
arles H. Chewning, Sr., Superintendent
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aluation and Research

The Durham Education Improvement Program is designed to study and serve children ranging in age from a few days to nine years. In addition, a Future Parent Program provides a varied program of individual counseling and group activities for about 50 junior high school students.

The Education Improvement Program is an adjunct of Operation Breakthrough, Durham's city-wide action program supported by the U. S. Office of Economic Opportunity. EIP classrooms operate in "Target Areas" designated by Operation Breakthrough as those places in Durham City and County where money and hope are scarcest.

EIP's youngest clients are enrolled in the Infant Evaluation Program. These 36 infants born into low-income families are evaluated regularly during the first 24 months of life at the Duke Medical Center. Infant Evaluation Program staff members use the Bayley Scales of Infant Motor and Mental Development to measure the infants' ability to respond, their general physical behavior and their curiosity levels.

Two-year-olds (including Infant Project graduates) enter the educational sequence through a carefully structured program emphasizing body care, self-control, language development, sensory motor coordination, physical skills and simple social activities. The first such unit opened in April, 1966.

A second nursery school phase for three-year-olds will emphasize language development and the ability to understand a wide variety of things, ideas and people in an ever-expanding environment.

Children of four and five years of age are enrolled in more highly structured programs. The first of these, two kindergartens operating in Durham City and County Schools, opened in September, 1965.

Southside School, located near the Duke University Campus, serves as a laboratory center for teacher training and curriculum innovation. In a current special study children receive positive reinforcement on an individualized basis as a means of bringing about desirable behavior change.

EIP staff meetings are devoted to discussion of curriculum needs, learning theory and classroom behavior analysis.

Data for such study, and for cross-sectional research, is collected by research observers who move within the classrooms regularly, documenting child behavior and fitting it into the most appropriate of 13 categories contained in the COPING ANALYSIS FOR EDUCATIONAL SETTINGS (CASES) developed by Robert L. Spaulding, EIP director.

Kindergarten classes stress readiness for formal intellectual tasks. Through a wide range of concrete activities, youngsters are helped to develop concepts which will help them to relate to symbolic representations of the world around them.

Careful preparation is made for the more formal reading and mathematical activities characteristic of first grade. Early mathematics activities include manipulation of the Cuisenaire rods and reading skills have been taught by the Words in Color method (a technique, developed by Caleb Gattegno, which assigns a different color to each sound in the language).

September, 1966, the first two ungraded naries under EIP's aegis will be instituted. ungraded classes demonstrate the ap- ability of interage grouping and discovery agogy within a structured environment.

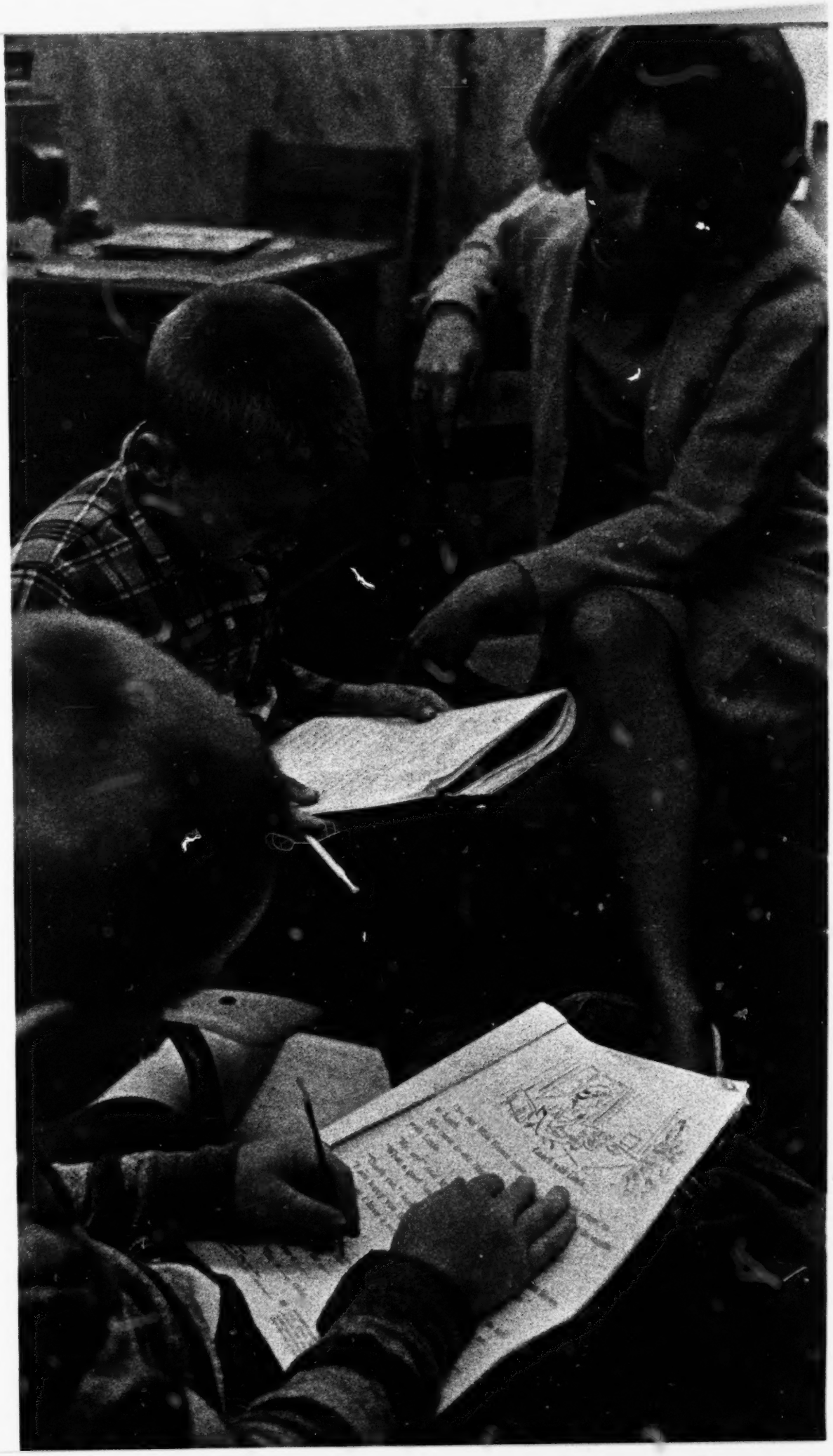
efully articulated programs are presented eading, mathematics, language, science, social studies. In addition, children will e an opportunity to use a variety of ma- als and create their own representations eality and/or fantasy.

wly designed modular units increase the tential for flexible use of classroom space. achers and children move these units out to create instructional centers and a iety of dramatic play settings.

rough the careful structuring of each ld's encounter with symbolic representa- ns of sounds, shapes, objects and ideas e child will learn to master the reading of glish and the Arabic system of numbers. ey will comprehend counting and ordinal ationships, as well as handle elementary uations and fractions.

ring the 1966-67 school year the Durham P is operating eight classrooms located in rham City and County Schools, and serving proximately 175 youngsters. Attention is ven by continued in-service training, par- cularly of teachers and research staff, to sting curriculum and materials now being veloped.

information program begun during the st year of EIP's operation will continue to cilitate individual group tours of demon- ration facilities, and to provide visual inter- etations of the program, including slide- nchronized tape shows and a portable otographic exhibit.



tlanta, Georgia EIP

OPERATING INSTITUTIONS:

nta Public Schools
nta University
ory University

NDING:

$84,900 Ford Foundation Grant
mory University

MINISTRATIVE COMMITTEE:

ford S. Atwood, President
ory University
us E. Clement, President
nta University
n W. Letson, Superintendent
nta Public Schools

EERING COMMITTEE:

ward Ladd
ory University
n Martin
nta Public Schools
ward Weaver
nta University

AFF:

rren D. Bachelis, Executive Director
vid E. Day, Director of Curriculum
liam D. Osborne, Director of
mmunity Relations and Information
mer S. Cody, Jr.
ector of Teacher Education

Specific goals of the Atlanta Education Improvement Project, also known as the Urban Laboratory, are:

1. To introduce and demonstrate in the schools involved, the pre-kindergartens, and the related programs, the most promising procedures for raising the academic achievement level of all pupils and for giving massive assistance in the basic skills and subject matter areas to pupils who have special needs,
2. To put into effect in-service and pre-service teacher education programs and activities which will provide school and university personnel with significantly more knowledge, deeper insights, and improved skills for contributing to the education of all children and especially those who are culturally disadvantaged,
3. To conduct studies in the social phenomena, the psychology, and the education of the culturally disadvantaged, to monitor and evaluate the school programs, and to contribute to the literature in the field, and
4. To improve understanding and communication between the schools and the communities, to coordinate the school programs with those sponsored by related agencies, and to disseminate information effectively.

The first few months of the project have been devoted mainly to the development of general principles and the employment of a professional staff. To support the work of the regular faculties at the EIP schools, three full-time professional staff members – normally not found in Atlanta Public Schools – have been employed at each facility. They are a reading specialist, a social worker, and a psychologist. These faculty members are becoming valuable resources for the classroom teachers.

Programs have been started or planned for the two elementary schools currently in the project – the E. A. Ware School on Hunter Street in Vine City and the Grant Park School one mile north of Atlanta's Grant Park.

In one section at each grade level at each school (kindergarten through six), EIP replaced the regular science curriculum with one known as the American Association for the Advancement of Science program. Directed toward thinking of processes in terms of observable performance, the sequentially developed AAAS program represents a major innovative step in the Urban Laboratory. A six-week workshop preceded its introduction into the classroom, and the participating teachers work daily with the EIP science coordinator who also directs the half-day in-service training session each week. A research assistant provides continuous assessment of the AAAS program to verify its performance as a new component to the regular school curriculum.

The first classes in the pre-school program have been held in temporary locations in the Grant Park and E. A. Ware School communities. EIP eventually plans to have several classes for three- and four-year-old children to test the value of early intervention. The structured pre-school program will seek to develop and strengthen readiness skills.

Several committees are functioning within the curriculum framework, directing the experience of personnel from the three participating educational institutions toward problems which confront all school systems. For example, the Learning Materials Center Committee has completed its initial report on the design and operation of the library as a learning materials or learning resources center. Also, the Reading Committee is scrutinizing the various basal readers used in Atlanta schools to determine weaknesses and strengths in the development of reading skills.

eveloping a curriculum which has mean- and currency to inner-city children, the an Laboratory is simultaneously con- cting an intensive in-service training gram for classroom teachers. Some train- activities will occur during the summer, others will be scheduled throughout the ular school year. To maintain professional tinuity in the classroom during in-service ning, the Urban Laboratory framework udes 12 experienced staff teachers—or ase teachers—who free regular classroom chers for training programs.

release teachers meet the same profes- nal standards set for regular classroom chers.

alizing that acceptance of EIP's activities the school communities will determine, to rge degree, the Urban Laboratory's suc- s in reaching its objectives, the project is empting to build a bridge to span the gap tween school and community. The buttress the community relations program is the mmunity School, an extension of the regu- school day to provide recreational, social, d academic activities for all ages. Operat- all year until 10 p.m. weekdays and on turday mornings, the Community School eks to open new doors of personal fulfill- nt to the citizens and to develop maximum rental involvement in the education of the ildren. This activity is a cooperative ven- re by EIP and Atlanta's Community Pro- m. In addition, the Ware School building utilized by the City Parks Department for a creational program and by the Quakers for utorial program.

the Urban Laboratory becomes fully ffed and as various programs are initiated, scope of the project in all areas of instruc- n and community participation will be arly visible. The project should provide a ique experimental center for the study and provement of inner-city education, with findings and results becoming a perma- nt part of the educational scene in Atlanta.

Huntsville, Alabama EIP

OOPERATING INSTITUTIONS:

labama A & M College
uburn University
luntsville Public School System
adison County Public School System
niversity of Alabama

UNDING:

2,707,500 Ford Foundation Grant to
luntsville Public Schools

DMINISTRATIVE AGENT:

oard of Education
luntsville Public Schools

TAFF:

ames Y. Moultrie, Director
saac W. Rooks, Associate Director
urtis Sellers, Director of Research
lton C. Crews, Superintendent
luntsville Public Schools
athaniel Almon, Superintendent
adison County Schools

DVISORY COMMITTEE:

epresentatives From:
Alabama A & M College
Auburn University
University of Alabama
Association of Huntsville Area Contractors
National Aeronautics and Space Administration
United States Army Missile Command

The Huntsville Education Improvement Project embraces disadvantaged pre-school children from the metropolitan area of Huntsville and Madison County. The program is designed to offset the effects of cultural disadvantage by providing kindergarten activities for five year olds. The project is being phased in gradually with the kindergarten program to begin during the 1966-67 school year for approximately 300 pupils, and nursery school to begin the following year for an additional 300 youngsters.

The program in Huntsville climaxes a two-year period of activity by the Association of Huntsville Area Contractors (AHAC), which drew up the plan for the project in cooperation with local educators and representatives of neighboring colleges and universities. It was this cooperative effort between businessmen and other community agencies which helped to attract financial support for the program.

Since the program was funded last spring, school officials have been busy with such matters as selecting a professional staff, giving special training to teachers selected, identifying children who would be eligible, and locating appropriate classroom spaces. School census takers were used to help identify the children. To date, approximately 300 children have been screened and twenty-three professional employees secured. Classroom spaces have been identified for eighteen of the anticipated twenty kindergarten units. Approximately twenty teachers attended a closed workshop at Auburn University during the summer of 1966 for special training and planning for the Huntsville project.

Teacher aides for each of the kindergarten classes are being secured through a grant from the Office of Economic Opportunity. Lunches are being provided through federal funds under the Elementary and Secondary Education Act.

ew Orleans, Louisiana EIP

PERATING INSTITUTIONS:

rd University
Orleans Public Schools
ne University

DING:

19,500 Ford Foundation Grant
ulane University

ICY COMMITTEE:

rt W. Dent, President
rd University
Orleans, Louisiana
J. Dolce, Superintendent
ans Parish Schools
Orleans, Louisiana
bert E. Longenecker, President
ne University
Orleans, Louisiana

FF:

nton D. Plattor
ctor
Anna B. Henry
istant Director and New Orleans
ools Coordinator
s Gaither McConnell
ane Coordinator
Violet Richards
ard Coordinator

The New Orleans Education Improvement Project is focusing on two elementary schools with predominantly Negro enrollments and involves the use of new organizational patterns, advanced educational media, and new curriculum materials. A preschool program for four-year-olds is being developed along with a primary school program to create a new sequence of early childhood education. Evening programs for parents will be instituted.

The project is being coordinated with local antipoverty and community action programs, and will receive local contributions estimated at nearly $2,500,000.

Activities during the first eight months of the project included the selection and appointment of personnel, securing and equipping of office space and facilities and obtaining necessary equipment and supplies, conducting a seven-week summer program for teachers and other professional personnel of the project schools, and making tentative plans for the 1966-67 school year. Other tooling up efforts have included a pilot day camp, establishment of operational procedures and structures, and in-service training for teachers of the project schools.

The summer program was designed to acquaint the personnel of the project schools with the broad objectives of the program and specific knowledge concerning the sociological background of the community and the children in the schools, and to provide further insight into specific aspects of child development.

The teachers working with the university consultants explored new trends in education and began to develop possible new approaches to teaching and learning in the fields of art, music, communication skills and physical activities deemed most suitable for the children in the schools. The administrative staffs considered new organizational and supervisory patterns, effective approaches to child guidance, new curriculum materials, educational media and methods. The pilot day camp was provided for a selected group of about two hundred children of the project schools: one-hundred-fifty in the nine to thirteen year old group, fifty in the six to eight year old group. A varied program of games, dance tournaments, and sports was carefully planned and carried out by specialists in the fields of recreation and physical education. The children in the summer program were used on several occasions for demonstration lessons in art, music and physical activities.

As part of the summer program, two tours into the community for teachers and one for pupils were arranged. Teachers attended professional conferences and workshops and worked with consultants from Dillard and Tulane universities.

ollege Preparatory Center Program

TICIPATING INSTITUTIONS:

ndship Junior College
k Hill, South Carolina

Mather School
ufort, South Carolina

hees Junior College
mark, South Carolina

NDING:

3,250 grant from Office of Economic portunity to Southern Association of leges and Schools

MINISTRATIVE COUNCIL:

nes H. Goudlock, President
endship Junior College

n F. Potts, President
orhees College

yton F. Smith, President
e Mather School

. Herrin, Southern Representative
erican Baptist Home Mission Society
apel Hill, North Carolina

rvin C. Josephson, Director
e American Church Institute
w York, New York

nald C. Agnew, Director
ucation Improvement Project
anta, Georgia

AFF:

sel T. Godbey, Director

seph P. McKelpin, Director of rriculum and Evaluation

ADVISORY COMMITTEE:

Gordon W. Blackwell, President
Furman University
Greenville, South Carolina

Frank Bowles, Director
Education Program
The Ford Foundation
New York, New York

Charles S. Davis, President
Winthrop College
Rock Hill, South Carolina

G. G. Dowling, Attorney
Beaufort, South Carolina

Helen G. Edmonds, Dean
Graduate School
North Carolina College
Durham, North Carolina

Reverend Cort R. Flint
First Baptist Church
Anderson, South Carolina

Myles I. Friedman, Professor of Education
University of South Carolina
Columbia, South Carolina

Ralph Martin, Professor of Education
Knoxville College
Knoxville, Tennessee

Richard Meeth, Assistant to the President
Baldwin-Wallace College
Berea, Ohio

James A. Morris, Dean
School of Business Administration
University of South Carolina

Albert N. Whiting, Dean
Morgan State College
Baltimore, Maryland

W. Cody Wilson, Assistant Director
Behavorial Sciences
Advanced Research Projects Agency
Washington, D. C.

The College Preparatory Center Program is funded by a grant of $883,250 made to the Educational Improvement Project of the Southern Association of Colleges and Schools. Three small, church-related junior colleges in South Carolina—Friendship, Mather and Voorhees—are serving as centers for the Program. Each is expected to enroll a maximum of 100 students in the College Preparatory Center Program on its campus. The College Preparatory Center Program is administered from offices at 1310 Lady Street, Columbia, South Carolina. Policy for the College Preparatory Center Program is determined by a board consisting of the three college presidents, representatives of the national denominational boards with whom the colleges are affiliated, and the Director of the Education Improvement Project. The Education Improvement Project is contract officer and fiscal agent for the project.

The College Preparatory Center Program is a unique undertaking in higher education. The objectives of the Program are: 1) provide interesting and original remedial offerings to certain selected prospective college students; 2) give financial support to the students enrolled in the program; and 3) allow the colleges themselves to make better use of their energies and resources by reducing their remedial responsibilities.

ruel, but basic, irony has long prevailed ere higher educational remedial programs concerned. The student needing remedia- most is least likely to have the opportuni- or the motivation to gain such aid. Also, se institutions at which this student is st likely to matriculate are those most ill- pared to offer him a proper remedial pro- m. Thus the student, poorly prepared, ised and financed, can gain admission to the college with the least resources help him.

e rationale on which the College Prepara- y Center Program undertaking is based is follows: 1) the special program will make much higher college survival rate possible; that a larger number of high school grad- es will now continue their education rath- than terminate it; 3) it will now be possible help students see the special program as ecessary first stage in what is to be more n a four year college curriculum; 4) par- pants will exhibit noticeable social and tural improvement in addition to academ- ; 5) both the college teachers and those local "feeder" high schools will benefit m exposure to methods used in the special gram; and 6) the experimental nature of e College Preparatory Center Program will w the formulation of a model useful in er locations where similar conditions vail.

e first students were enrolled in the Col- e Preparatory Center Program in February, 6. All the recruitment resources available the college in a given locality were utilized attempting to select students for the Pro- m. Conferences with local high school dance counselors and principals were rhaps the primary method. To date, ap- ximately 500 students have been involved the program.

e College Preparatory Center Program is nducted in terms of eight weeks each. Two sions coincide roughly with each college mester, while the fifth session is equivalent a summer school. Students are usually ad- ed to enroll for as many of the eight week sessions as the College Preparatory Center Program faculty deems proper. Relations have been established with area trade schools and technical centers for those few students whose aptitudes or inclinations are such as to make attendance there advisable. It is recognized by the entire College Preparatory Center Program staff that extremely intensive advising and counseling are necessary for the Program to be successful.

One of the first things a new College Preparatory Center Program student does is to undergo an extensive and carefully formulated program of testing. The last thing before departure is another series of examinations. A comprehensive file is kept on each student. Much of the information is revealing indeed. At Voorhees, 92% of the College Preparatory Center Program Students reported a total family income less than $3,000 per year. The program students at Friendship, all local high school graduates, show a median score on roughly the seventh grade level in general reading ability.

In selecting faculty and staff for the College Preparatory Center Program careful consideration has been given to those who have had special training and experience in teaching the disadvantaged. A number of Peace Corps veterans have proven quite capable. A series of workshops for the program faculty have been planned in addition to the one already conducted. Ample finances for special equipment, materials and books have been provided.

The instructional methods used by the faculty are original and varied and sometimes even completely unconventional. The traditional compartmentalization into specific disciplines is scarcely recognizable. The standard division of the academic day into 50-minute time blocs has been discarded. Cooperative, or interdisciplinary, teaching is the rule, not the exception. In the College Preparatory Center Program "curriculum" means the entire scope of a student's experiences under the auspices of the program. An integral part of this "curriculum" may be a trip to a ballet in Charleston for the Mather students or a conversation with a man of another race who is from another state and has worked in still another country.

The preliminary indications of results from the early efforts of the College Preparatory Center Program are quite favorable. A testing program to be completed shortly will reveal a great deal. Two College Preparatory Center Program students, who were judged to be not admissible to Voorhees College originally, have recently won two of the 18 academic scholarships to be awarded by the college for September, 1966. While results can scarcely be expected to be so uniformly dramatic, early progress toward achieving the objectives of the program appears to be commendable.

ROJECTS NEARING COMPLETION

eading Institute Program

eading Institute Program conducted in peration with Atlanta University was ated in 1964. This program was financed $125,000 grant from the Ford Foundation. Lynette Saine Gaines, Director of the ding Center at Atlanta University, served irector of the Reading Institute Program. objectives of this Reading Institute Pro- n were:

o provide teachers with learning situa- ions wherein they may study the reading rocess, analyze effective methods of ealing with pupils within the purview of heir school situations, and examine and se materials and equipment suited to hese purposes.

o aid teachers in sharing these under- standings and skills with the larger school ituations.

o encourage the teachers' creativity in pproaches to the peculiar problems of heir respective situations.

o share with other teachers and schools he techniques and materials developed.

Reading Institute Program consisted of parts. Part I was concerned with improv- the teaching performance of 52 elemen- and secondary teachers from eleven es in the Southern Association region and isisted of two phases—A SUMMER STUDY se, and a FOLLOW-UP, ON-THE-JOB AINING phase.

two phases were operated as follows:

MMER-STUDY—In an eight-week reading itute at Atlanta University in the summer 1964, 52 teachers were given intensive ning in theory and practical applications ted to the general area of developmental ding and a thorough canvass of the many ficulties which elementary and secondary ool pupils face in the process of reading.

-THE-JOB-TRAINING — During the aca- ic year of 1964-65, the teachers engaged follow-up ON-THE-JOB TRAINING pro- m in the institutions in which they were employed. The following conditions had to be met for participation in the ON-THE-JOB TRAINING phase of the program:

1. The teachers would have the approval of their administrative officials to execute the plans which they outlined in the SUMMER STUDY phase of the program.
2. The teachers would present to the total faculty of their respective schools plans and materials for all-school participation in the improvement of reading.
3. Initial testing of reading levels of pupils and follow-up testing of status would be conducted.
4. Weekly reports would be sent in to the director of the program in Atlanta, Georgia.

Visitations were made by the director of the program to the teachers in their respective schools. The teacher participants in the ON-THE-JOB TRAINING phase of the program returned to Atlanta University twice during the 1964-65 school year for special conferences where common problems were discussed and current emphases and new trends were explored.

Part II was concerned with improving the teaching performance of ten teachers of English and reading in the Rogers High School, Canton, Mississippi—one of the schools in the Project Opportunity program of the Southern Association's Education Improvement Project. The objectives of the program were as follows:

1. To plan with a group of teachers in a kind of setting that will increase their consciousness of certain basic principles in the effective teaching of reading, and to emphasize certain methods and procedures that may be effective with children who may face certain disadvantages and limitations in reading.
2. To apply these learnings and insights in actual classroom situations in Rogers High School, Canton, Mississippi, where pupils may receive training according to their needs, interests and abilities.
3. To provide on-the-job guidance so that the summer's work may be as effective as possible, and ultimately the participating teachers may share with others who have a desire to improve the teaching of reading.
4. To appraise through certain types of evaluative criteria the benefits of such experiences to participating pupils and teachers.

Mrs. Sarah Barnes, an elementary school teacher in Jackson, Tennessee, directed this program under the supervision of Dr. Lynette Saine Gaines. This part of the Reading Institute Program also had two phases—A SUMMER READING INSTITUTE phase and a follow-up LABORATORY phase. The two phases operated as follows:

THE SUMMER READING INSTITUTE—In a three-week reading institute at Atlanta University in the summer of 1966, 10 teachers of English and reading were given an intensive training program in basic principles, concepts, etc. in the effective teaching of reading in general, and in methods and procedures that may be effective with children who face certain disadvantages and limitations in reading.

THE FOLLOW-UP LABORATORY—Immediately following the three-week institute at Atlanta University, the 10 participating teachers returned to Canton, Mississippi, and participated in a five week "laboratory" teaching period under the direction of the coordinator of the reading institute held at Atlanta University. These 10 teachers taught 150 pupils in actual classroom situations for a five week period. It was felt that this immediate laboratory reinforcement to theoretical reading concepts discussed by these teachers in the Atlanta institute provided a fertile "improvement of reading" climate for the pupils concerned.

Paperback Book Program

udents from 97 predominantly Negro colges in 19 states and the District of Columbia re the recipients of over 150,000 volumes paperback books distributed by Education provement Project under the grant from e Fund for Advancement of Education.

e $158,000 grant was made as an experient to encourage the reading and ownership books for pleasure by students in the preminantly Negro colleges, and was part of larger attempt by the Fund to encourage ding by disadvantaged children and adults.

o included among the $486,500 worth of nts for similar book projects from The nd for the Advancement of Education were ards of $10,500 to the Nashville Education provement Project and $12,000 to Project portunity.

Eighty-two of the colleges were in the Southern Association area. The other fifteen institutions were located in the District of Columbia, Arkansas, Delaware, Maryland, Missouri, Ohio, Oklahoma, Pennsylvania, and West Virginia. Both public and private, junior and senior colleges and universities were included. The staff of Education Improvement Project administered the program.

A committee of faculty members, librarians and student leaders from the participating institutions prepared an advisory list of some 1,800 titles from which each college—through a similarly constituted committee—made its own selections.

The list ranges widely over poetry, drama, fiction, art, music, religion, philosophy, history, biography, and includes over a hundred books by Negro authors. Individual college allotments provided approximately one book per student.

The collections are being made readily accessible to the students, either in a special corner of the library, in the dormitories, or in the student center but will not be catalogued and distributed as regular library books.

The books are being loaned on the honor system with the understanding that a student should return a borrowed book before he can take another. On many campuses, the student government is responsible for operating the experiment with the help of faculty advisors or the college librarian.

The 2,600 children participating in the Nashville Education Improvement Project were provided with books of their own choice. Reading nooks for parents, including paperback books and popular magazines, were established in each of the eight NEIP schools under that section of the grant.

The Project Opportunity grant was used to establish libraries of pleasurable books in each of the twelve schools participating in the Project.

PROJECTS IN THE PROCESS OF DEVELOPMENT

Rural Education Improvement Program

er helping launch the five urban centers, e Education Improvement Project staff med its attention to cultural disadvantage it affects rural children. The Danforth undation responded with a planning grant $7,500 and followed that with another nt of $195,300 to cover the administrative penses of rural Education Improvement oject centers.

etings were held with representatives of te departments of education in most of e eleven states in the Southern Associa- n area. They, in turn, helped select school stems in their respective states to partici- te in the project. Presently, school systems each of the eleven states except Alabama d Virginia are planning to participate in the oject.

oposals have been prepared for projects the Wheeler County (Georgia) schools, wahitchka schools in Gulf County (Florida), d the Overton County Schools (Tennessee). jor funding agencies now have the pro- sals under consideration.

e Noyes Foundation has made a grant of 50,000 to finance five years of in-service ining for the teachers in each of the sys- ms mentioned above. Other funding is pected this fall.

te departments of education are cooperat- . Administrative responsibility for the ojects is being assumed by the Education provement Project staff in Atlanta.

The staff has also been in communication with the state departments of education in Kentucky, North Carolina, South Carolina, Mississippi, Louisiana, and Texas. In most of these states possible project areas have been recommended by state department officials. It is expected that the areas will be chosen in the near future and the projects will be planned by representatives of the local school system, the cooperating colleges and universities, the state department of education, and the Education Improvement Project staff.

Tool Technology Program

Experimentation with the idea of injecting the study and use of tools as an integral part of the school curriculum, beginning as early as the first grade, is under development by the Education Improvement Project staff. The staff is now in the process of obtaining financing for the development of a major proposal for developing such a program as a result of the endorsement of the idea by a group which met in the Southern Association offices in the summer to discuss the proposal.

The theory, which originated with Donald C. Agnew, Director of Education Improvement Project, grew out of a search for solutions that would get at the heart of the drop-out problem and the drop-out's lack of interest in the predominantly verbally-oriented curriculum in the current school program. It is believed that a number of benefits would accrue; primary among them would be:

1. The non-verbal child would be motivated to remain in school through regular exposure to the handling of tools and being taught about their uses.
2. The program would create a success area other than in verbal skills and thereby give the non-verbally oriented child another chance for status.
3. The handling of tools and learning about their uses would assist the non-verbal child in learning to verbalize.
4. The history and place of tools in the social process, now almost totally neglected, would be placed in their proper perspective.

The group urged the Association to proceed immediately to obtain financing for the development of a major proposal. Under a planning grant, further development and refinement of the tool theory through the use of consultants will be continued. Major efforts will also go into the development of the historical and anthropological basis and information as well as into the production of some tool program materials.

Target date for the introduction of the tool theory into schools on a pilot basis is September 1967.

LOCATION OF EIP CENTERS

☆ URBAN CENTER
★ PROJECT OPPORTUNITY CENTER
□ CPCP CENTER
● PROPOSED RURAL EIP CENTER
+ READING CLINIC INSTITUTE
* PAPERBACK BOOK PROGRAM